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ABSTRACT

This handbook, a companion to the revised vision of the "Standards for Reading Professionals" (1998), published by the International Reading Association (IRA), provides vital information to those preparing programs for any or all of the three kinds of reading professionals: reading specialists, reading coordinators (including consultants and supervisors), and teacher educators. The 1998 "Standards" contains useful information about the knowledge base in reading education, role descriptions of reading professionals, and a matrix of competencies. The handbook first provides information about the accreditation organizations, and about the development of the handbook by the IRA. The handbook's chapters are: (1) Getting Started; (2) Working Matrix for Reading Professionals; and (3) The Four Parts of a Program in More Detail. Appendixes then offer the following: suggestions for meeting selected competencies; program cover sheet; program information sheet; professional associations' response to institutional program; rejoinder cover sheet; 5-year review cover sheet; professional association's response to 5-year review; review of state program standards; and the IRA Code of Ethics. (NKA)

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Handbook

Allen Berger

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Handbook

for Preparing for an International Reading Association (IRA)/ National Council for Accreditation of Teacher Education (NCATE) Program Review in Reading

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For the memory of my mother and father
Who helped me learn to read
And in the remembrance of my teachers
Who continued the process.

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Preface

This *Handbook* is a companion to the 1998 revised version of the *Standards for Reading Professionals* published by the International Reading Association (IRA). The *Standards* contains a great deal of useful information about the knowledge base in reading education, role descriptions of reading professionals, and a matrix of competencies. This *Handbook* provides vital information to those preparing programs for any or all of the three kinds of reading professionals: reading specialists, reading coordinators (which includes consultants and supervisors), and teacher educators. Both of these publications reflect contributions from many reading educators throughout the United States.

Introduction to IRA and NCATE

Before discussing the development of this *Handbook*, it first is important for those preparing for a program review to know about the organizations that will be evaluating their work. The International Reading Association, which has its headquarters in Newark, Delaware, was founded in 1956. It currently has more than 90,000 members in 99 nations. It reaches up to 350,000 people through libraries worldwide. IRA is the largest professional organization concerned with the promotion of literacy at every level from preschool through college and beyond. Members include literacy professionals whose work extends from classroom practice to basic research. As part of its goals, the Association promotes high levels of literacy, endorses equitable access to quality reading instruction, and encourages lifelong reading habits. The Association seeks to achieve these goals by studying reading processes and teaching techniques. It also shares research and theory through its conferences and conventions as well as through its print and electronic publications. IRA has been a constituent member of the National Council for Accreditation of Teacher Education (NCATE) since 1980. For further information about IRA publications, conferences, membership, and legislation affecting literacy, please visit the Association's Web site at www.reading.org.

The National Council for Accreditation of Teacher Education (NCATE) is the agency that accredits colleges, schools, and state departments of education in the United States. Not all colleges or universities elect to have their programs accredited by NCATE. However, because a large number of institutions that have a major responsibility for teacher education do elect to be NCATE-certified, most of the students who major in teacher education graduate from NCATE-accredited institutions. NCATE is a coalition of 33 specialty profession-

al associations of teachers, teacher educators, content specialists, and local and state policymakers, including the International Reading Association. All are committed to quality teaching and, together, the coalition represents over 3 million individuals. Some other organizations involved with NCATE are the American Association of Colleges of Teacher Education, the Association of Teacher Educators, the American Federation of Teachers, the National Education Association, the Council of Chief State School Officers, the National Association of State Boards of Education, the National School Boards Association, the National Council of Teachers of English, the National Council of Teachers of Mathematics, the National Council for Social Studies, and the National Association for the Education of Young Children.

Through its relationships with the International Reading Association and other professional organizations, NCATE helps ensure rigorous national standards contributing to the improvement of teacher education in the United States.

Development of the *Handbook*

The development of this *Handbook* was overseen by IRA's Professional Standards and Ethics Committee (1997–1998) chaired by Daniel R. Hittleman (New York). Other committee members and the state in which each works follow: Allen Berger (Ohio), Francis H. Bliss (Alabama), Virginia DeAngelis (Massachusetts), Ernest Dishner (Pennsylvania), Margaret Genisio (Wisconsin), Barbara Grugel (Pennsylvania), Jane Hager (Virginia), Ulrich H. Hardt (Oregon), Carol Harless (Georgia), Richard Robinson (Missouri), Lynn Romeo (New Jersey), Gail Silkebakken (Oklahoma), and Debra Winikates (Indiana).

In addition, major help came from Jack Cassidy, past president of IRA (Texas); Deborah Moses Houston, research specialist, and Gail Keating, projects manager, research, and IRA/NCATE program review coordinator, both at IRA Headquarters.

Tips on what a syllabus should contain come from *Suggestions for the Preparation of Reading Folios for IRA/NCATE Accreditation*, a three-page document prepared by Maribeth Henney, a member of an earlier IRA/NCATE Advisory Team. In addition, ideas for this *Handbook* come from *Preparing NCATE Curriculum Folios in Reading*, a document prepared for IRA/NCATE by Mary W. Olson (North Carolina).

If you are preparing a program or a rejoinder and have a question, contact IRA Headquarters by phone (302-731-1600, extension 226) or e-mail (gkeating@reading.org) and someone will provide help and encouragement in preparing your program or rejoinder.

Organization of the *Handbook*

I have tried to write this *Handbook* like a short story or novella, with a beginning, a middle, and an end. The beginning, Chapter 1, is titled, appropriately enough, Getting Started. The middle is Chapter 2, Working Matrix for Reading Professionals. The denouement is the final chapter, Chapter 3, The Four Parts of a Program in More Detail. A set of appendixes concludes the book. This organizational scheme has been chosen because, after initial prefatory remarks and credits, you can find with ease an overview on how to prepare a program, what it should look like, and detailed suggestions on information required and how it should be presented.

The cover sheets included in the appendixes allow the reader to have complete information about the program reviews. I feel that it is fair and helpful to know everything there is to know when being reviewed or evaluated. These cover sheets were created through the cooperation of IRA and NCATE.

When you finish this book, not only will you be on your way to creating a document reflecting your graduate program, but you also will be gaining valuable professional insights that will be useful in the future.

For Further Information

For additional resources or further information as you are preparing your program, you may contact the following people:

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Credit goes to Gail Keating for the information on IRA and NCATE.

CHAPTER 1

Getting Started

Engaging in a program review is a creative process. When you are finished, you will be better able to see where you are going and where you need to go.

There are four essential parts to a program review document.

Part I: Cover Sheet and Table of Contents

The cover sheet (see Appendix B-1) is a one-page checklist with the name and signature of the person who compiled the information. If the cover sheet, available from NCATE, is not included, NCATE will not forward the four programs that you prepared for each role/level to IRA.

Part II: Program Information (including program information sheet [see Appendix B-2])

This part provides an overview and scope of your program. Here you should describe your program's knowledge base, philosophy, goals and objectives, course-of-study, field experiences, and student teaching. Include as much performance-based evidence as possible. Some examples are references to videotaping of minilessons, case studies, or structured interviews. You should also explain if your program deviates from the guidelines and reveal where your program is in the overall educational unit. Then list the names and status of faculty associated with your program. Indicate the number of students who have graduated from the program over the past 3 years and the criteria for admission to postbaccalaureate programs. (Part II will be approximately 10 pages.)

Part III: Course Descriptions

You can get these from the school or university catalog. Clearly distinguish *required* from *elective* courses in your program (this part takes several pages). The rest of this part—the syllabi—comes after the guidelines and matrix and takes up the bulk of the program.

Part IV: Guidelines and Matrix

This is the heart of the program document. Tell reviewers how and where the competencies are met in your program.

These four parts are explained in more detail in Chapter 3 of this *Handbook*.

General Information About Your Program

Overall, your program must be no more than 140 single-spaced pages. If you include syllabi that already have page numbers (1 through 4, for example), be sure to renumber so that all the page numbers go in sequence from the beginning to the end of the document.

How many program documents need to be sent to NCATE? *You need to send five copies for each role/level being reviewed.* That is, five for Role 6 (reading specialist), five for Role 7 (reading coordinator), and five for Role 8 (teacher educator). The role that you stipulate on the program information sheet (see Appendix B-2) also should be stated on the covers of the documents.

Reviewers

You should know who will be reading your program. At this time they are people on the Professional Standards and Ethics Committee of the International Reading Association (see Preface for more information on IRA). These 12 or so people on the committee are affiliated with colleges and universities throughout the United States—they probably are very much like you. One of the things that they probably have in common with you is that, like you, they are busy. This means that when three people receive your program to review, they will be delighted to see an easy-to-understand matrix (see Chapter 2 for more information on the matrix). Specifically, and this is rare but helpful, put down the course numbers and titles *and* the page number to which the reviewer can turn to find the syllabus. If you want to be even more helpful, put down which objective in the syllabus meets the guideline. Here is an example:

> Evidence: performance data, experiences, courses
> that meet the guidelines
> RDG 007 Reading as an Adventure, p. 77,
> objective 3.

The easier-to-read your matrix is, the easier it will be for your reviewers to learn about your program.

Having the useful information contained in this chapter, you are well on your way to getting started on your program. Chapter 2 focuses on the heart of the program, the matrix.

CHAPTER 2

Working Matrix for Reading Professionals

Depending on the roles literacy providers play in students' learning, these educators need different levels of understanding. The companion volume, *Standards for Reading Professionals*, lists the competencies and IRA-recommended proficiency levels for the various categories of literacy practitioners. The competencies are rated as follows:

Levels of Proficiency

A - Awareness

Has awareness of the different aspects of literacy development and related teaching procedures.

B - Basic Understanding

Has knowledge about specific instructional tasks and has fundamental proficiency in the performance of those tasks for the aspect of literacy development.

C - Comprehensive Understanding

Is able to apply proficiently broad, in-depth knowledge of the different aspects of literacy development in instructional settings.

O - Not Applicable

Where did the competencies and levels of proficiency and matrix come from? They were developed by your colleagues. For several years many members of the International Reading Association shared their ideas as to what constituted competencies and levels of proficiency for the three kinds of reading professionals. These ideas were compiled and sent to many members of IRA. They also were shared at meetings of the American Reading Forum, College Reading Association, International Reading Association, National Reading Conference, and the Parents and Reading Conference. Ongoing suggestions were considered until, in the spring of 1998, copies were mailed to over 500 IRA members asking for final comments. These replies were incorporated into a final version of the *Standards*, which then was given to and

approved by the IRA Board of Directors in May at the 43rd Annual Convention in Orlando, Florida.

Getting Started on Your Matrix

Following are some tips to get you started on your matrix. Title your matrix for the appropriate role. Have a separate matrix and a separate program document for each role (for example, Role 6, reading specialist; Role 7, reading coordinator; Role 8, teacher educator) being evaluated. For each competency, explain where and how it is met and at which level (A, B, or C). Before you begin, you might wish to look at Appendix A.

The following matrix contains all 93 competencies with room for you to indicate evidence as to how each competency is met and the level at which it is met in your institution.

Working Matrix
for
Reading Professionals

Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
KNOWLEDGE AND BELIEFS ABOUT READING		
1.0 THEORETICAL BASE		
The reading professional will:		
1.1 demonstrate recognition that reading should be taught as a process;		
1.2 demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity;		
1.3 demonstrate an understanding of the importance of literacy for personal and social growth;		
1.4 illustrate that literacy can be a means for transmitting moral and cultural values;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
1.5 demonstrate an understanding of reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the context of the reading situation; 1.6 demonstrate an understanding of the major theories of language development, cognition, and learning; and 1.7 demonstrate an understanding of the impact of physical, perceptual, emotional, social, cultural, environmental, and intellectual factors on learning, language development, and reading acquisition.		
2.0 KNOWLEDGE BASE The reading professional will:		
2.1 demonstrate an understanding that written language is a symbolic system; 2.2 demonstrate an understanding of the interrelation of language and literacy acquisition; 2.3 demonstrate an understanding of principles of new language acquisition;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
2.4 demonstrate an understanding of the phonemic, morphemic, semantic, syntactic, and pragmatic systems of language and their relation to the reading and writing process;		
2.5 demonstrate an understanding of the interrelation of reading and writing, and listening and speaking;		
2.6 show that students need opportunities to integrate their use of literacy through reading, writing, listening, speaking, viewing, and representing visually;		
2.7 demonstrate an understanding of emergent literacy and the experiences that support it;		
2.8 demonstrate an understanding of the role of metacognition in reading and writing, and listening and speaking;		
2.9 demonstrate an understanding of how contextual factors in the school can influence student learning and reading (e.g., grouping procedures, school programs, and assessment);		
2.10 show how past and present literacy leaders have contributed to the knowledge base;		
2.11 show an understanding of relevant reading research from general education and how it has influenced literacy education;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
2.12 teach classic and contemporary children's and young adults' literature, and easy-reading fiction and nonfiction for adults, at appropriate levels;		
2.13 illustrate the importance of giving learners opportunities in all aspects of literacy (e.g., as readers, writers, thinkers, reactors, or responders); and		
2.14 show that goals, instruction, and assessment should be aligned.		
3.0 INDIVIDUAL DIFFERENCES The reading professional will:		
3.1 illustrate how differences among learners influence their literacy development;		
3.2 demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity;		
3.3 show that spelling is developmental and is based on students' knowledge of the phonological system and of the letter names, their judgments of phonetic similarities and differences, and their ability to abstract phonetic information from letter names;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
3.4 illustrate the importance of creating programs to address the strengths and needs of individual learners; and 3.5 show knowledge of federal, state, and local programs designed to help students with reading and writing problems.		
4.0 READING DIFFICULTIES **The reading professional will:**		
4.1 demonstrate an understanding of the nature and multiple causes of reading and writing difficulties; 4.2 demonstrate a knowledge of principles for diagnosing reading difficulties; 4.3 illustrate an understanding of individualized and group instructional interventions targeted toward those students in greatest need or at low proficiency levels; and 4.4 show an understanding of the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading and learning difficulties.		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
INSTRUCTION AND ASSESSMENT		
5.0 Creating a Literate Environment		
The reading professional will be able to:		
5.1 create a literate environment that fosters interest and growth in all aspects of literacy;		
5.2 use texts and trade books to stimulate interest, promote reading growth, foster appreciation for the written word, and increase the motivation of learners to read widely and independently for information, pleasure, and personal growth;		
5.3 model and discuss reading and writing as valuable, lifelong activities;		
5.4 provide opportunities for learners to select from a variety of written materials, to read extended texts, and to read for many authentic purposes;		
5.5 provide opportunities for creative and personal responses to literature, including storytelling;		
5.6 promote the integration of language arts in all content areas;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
5.7 use instructional and information technologies to support literacy learning; and		
5.8 implement effective strategies to include parents as partners in the literacy development of their children.		
6.0 WORD IDENTIFICATION, VOCABULARY, AND SPELLING The reading professional will be able to:		
6.1 teach students to monitor their own word identification through the use of syntactic, semantic, and graphophonemic relations;		
6.2 use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning;		
6.3 teach students to use context to identify and define unfamiliar words;		
6.4 guide students to refine their spelling knowledge through reading and writing;		
6.5 teach students to recognize and use various spelling patterns in the English language as an aid to word identification; and		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
6.6. employ effective techniques and strategies for the ongoing development of independent vocabulary acquisition.		
7.0. COMPREHENSION **The reading professional will be able to:**		
7.1. provide direct instruction and model when and how to use multiple comprehension strategies, including retelling;		
7.2. model questioning strategies;		
7.3. teach students to connect prior knowledge with new information;		
7.4. teach students strategies for monitoring their own comprehension;		
7.5. ensure that students can use various aspects of text to gain comprehension, including conventions of written English, text structure and genres, figurative language, and intertextual links; and		
7.6. ensure that students gain understanding of the meaning and importance of the conventions of standard written English (e.g., punctuation or usage).		

Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
8.0 Study Strategies The reading professional will be able to: 8.1 provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources; 8.2 teach students to vary reading rate according to the purpose(s) and difficulty of the material; 8.3 teach students effective time-management strategies; 8.4 teach students strategies to organize and remember information; and 8.5 teach test-taking strategies.		
9.0 Writing The reading professional will be able to: 9.1 teach students planning strategies most appropriate for particular kinds of writing; 9.2 teach students to draft, revise, and edit their writing; and		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
9.5 teach students the conventions of standard written English needed to edit their compositions		
10.0 Assessment The reading professional will be able to:		
10.1 develop and conduct assessments that involve multiple indicators of learner progress; and		
10.2 administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning		
ORGANIZING AND ENHANCING A READING PROGRAM 11.0 Communicating Information About Reading The reading professional will be able to:		
11.1 communicate with students about their strengths, areas for improvement, and ways to achieve improvement;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
11.2 communicate with allied professionals and paraprofessionals in assessing student achievement and planning instruction;		
11.3 involve parents in cooperative efforts and programs to support students' reading and writing development;		
11.4 communicate information about literacy and data to administrators, staff members, school-board members, policymakers, the media, parents, and the community; and		
11.5 interpret research findings related to the improvement of instruction and communicate these to colleagues and the wider community.		
12.0 Curriculum Development The reading professional will be able to:		
12.1 initiate and participate in ongoing curriculum development and evaluation;		
12.2 adapt instruction to meet the needs of different learners to accomplish different purposes;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
12.3 supervise, coordinate, and support all services associated with literacy programs (e.g., needs assessment, program development, budgeting and evaluation, and grant and proposal writing);		
12.4 select and evaluate instructional materials for literacy, including those that are technology-based;		
12.5 use multiple indicators to determine effectiveness of the literacy curriculum;		
12.6 plan and implement programs designed to help students improve their reading and writing including those supported by federal, state, and local funding; and		
12.7 help develop individual educational plans for students with severe learning problems related to literacy.		
13.0 Professional Development The reading professional will be able to:		
13.1 participate in professional-development programs;		
13.2 initiate, implement, and evaluate professional-development programs;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
13.3 provide professional-development experiences that help emphasize the dynamic interaction among prior knowledge, experience, and the school context as well as among other aspects of reading development;		
13.4 provide professional-development experiences that are sensitive to school constraints (e.g., class size or limited resources);		
13.5 use multiple indicators to judge professional growth; and		
13.6 model ethical professional behavior.		
14.0 RESEARCH The reading professional will be able to:		
14.1 apply research for improved literacy;		
14.2 conduct research with a range of methodologies (e.g., ethnographic, descriptive, experimental, or historical); and		
14.3 promote and facilitate teacher- and classroom-based research.		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
15.0 Supervision of Paraprofessionals The reading professional will be able to:		
15.1 plan lessons for paraprofessionals;		
15.2 observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance;		
15.3 provide professional development and training for paraprofessionals; and		
15.4 provide emotional and academic support for paraprofessionals.		
16.0 Professionalism The reading professional will be able to:		
16.1 pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities;		
16.2 reflect on one's practice to improve instruction and other services to students;		

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
16.3 interact with and participate in decision making with teachers, teacher educators, theoreticians, and researchers;		
16.4 support and participate in efforts to improve the reading profession by being an advocate for licensing and certification;		
16.5 participate in local, state, national, and international professional organizations whose mission is the improvement of literacy;		
16.6 promote collegiality with other literacy professionals through regular conversations, discussions, and consultations about learners, literacy theory, and assessment and instruction;		
16.7 write for publication; and		
16.8 make presentations at local, state, regional, and national meetings and conferences.		

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CHAPTER 3

The Four Parts of a Program in More Detail

One of the hardest concepts that many programs are faced with is the knowledge base. What exactly is it? How is the knowledge base connected to the philosophy and goals of your program? How might you present information about courses, graduates, and faculty? These and other questions are explored in this chapter.

Part I (cover sheet)

The cover sheet (see Appendix B-1) serves as a reminder as to what should be enclosed.

Part II (program information)

In preparing this part, you will have the opportunity to reflect on your program. You might have subheadings. What is the knowledge base and philosophy of your program? This is something that may be hard to come to grips with if you have not thought about it previously. The following are some questions you might consider: What do you want your students to know when they leave the program? If you asked your students, what is the knowledge base of the program, would what they say be similar to what you expect? How is the knowledge base of your reading program similar to or different from the knowledge base of a reading program elsewhere? In what theories is it embedded? In whose research? If you have had an outside consultant evaluate your program, what were some of the critiques and conclusions?

For more detailed information about knowledge base, please refer to *Standards for Reading Professionals* (1998).

Stemming from the knowledge base and philosophy of your program are goals and objectives. What are your program's goals?

What, for example, would the typical student know graduating from your program? What might that student's views on reading be? How is he or she different after being in your program? What might your program's overall objectives be? One objective, for example, would be to have a program leading to reading certification or licensure in your state.

Information on the course of studies might be a brief description followed by an explanation of field experiences and student teaching internships.

What are the admission requirements to your program? Does your program deviate from the guidelines? If so, please explain. Where is your program housed and how do you get along with other parts of the professional education unit at your institution.

List the names of the faculty who have a bearing on your program. Include for each his or her rank or title, tenure status, where and when his or her terminal degrees were received, and courses each teaches and any other responsibilities in the reading program. (Please do not include each person's vita.)

Finally, how many graduates over the past 3 years are there from the part of your program being reviewed? What are the criteria for admission to postbaccalaureate programs?

Part III (course descriptions)

In describing your courses, there is no sense in reinventing the wheel. Just use the catalog descriptions of the relevant courses, being sure to indicate which are required.

After the matrix, place the syllabi. All the syllabi probably will take about 100 pages and conclude the document. Because the syllabi contain a great deal of the documentation, here are some tips: A syllabus is needed for each course cited in the matrix and mentioned in the sequence of courses. Within each syllabus there are some essentials: (a) course prefix, number, title, credit hours; (b) faculty member(s) teaching it; (c) objectives; (d) prerequisites; (e) resources required/optional; (f) current bibliography of related sources for supplementary reading; (g) outline of course content; (h) typical schedule of topics in the order covered in the course; (i) assignments (please describe them); (j) learning experiences students have during the course, if not explicitly obvious; and (k) evaluation procedures and standards. If there are multiple sections to a course, please agree on and include only one syllabus.

Remember, the reviewers of your program are busy. You might consider helping them flip pages back and forth by having page numbers in the

matrix to help find an appropriate syllabus. Consider also listing the objective and page number in the matrix to help readers locate the relevant objective in the syllabus. You also could use tabs to indicate key sections in your collection of syllabi or even in the overall folio.

Part IV (guidelines and matrix)

The matrix is a road map through your program (see the example of a matrix in Chapter 2). Here you guide your reviewer from here to there and show how everything ties together.

Red Flags

Here are some things that may cause your program to be revisited:

1. If you list one course as meeting competencies over and over again, reviewers are going to wonder how one course can do so much work.

2. If you list an elective course as a way of meeting one or more competencies, this is not good because of the uncertainty of students electing the course.

3. Missing syllabi.

4. A course titled "Current Issues in Reading" with out-of-date readings in the bibliography.

Final Thoughts

Remember, your program represents you, your colleagues, and your program. As you go through the process, you will have an opportunity to exchange ideas with your colleagues and students as you reflect on your program. When your program is almost done, ask several people to read it. These might include students, graduates, colleagues, and secretaries. You are so close to the piece that you may not see things that others may see easily. Make any necessary revisions, and when you feel the document is complete, run off five copies (using spiral or pressure bindings because three-ring binders may get damaged) and give them to your campus coordinator for the NCATE review. Your coordinator's obligation is to send the program documents to NCATE, which will read them and send them on to IRA if all is in order.

When IRA receives your documents, it will send them to a minimum of three reviewers. Each will review your program individually. One of the three will be designated chair of the group; he or she will receive copies of

the others' reviews and will put together a composite review. The chair sends all these reviews to IRA Headquarters. There the individual in charge of IRA/NCATE program review examines everything for accuracy, consistency, and clarity. The composite review is then sent to NCATE to look over and return to you.

Before writing this *Handbook* and new guidelines, many programs were not approved the first time. There are a number of reasons for this, but a main one is that the overall responsibility often was given to a newly hired faculty member. There are advantages and disadvantages to this. An advantage is that the person learned a great deal about the program rapidly. A disadvantage, though, is that the responsibility often tended to be in addition to other responsibilities. Whether this opportunity is given to a newly hired or veteran faculty member, preparing a document to reflect your program is a daunting task. This *Handbook* will make it easier because it synthesizes suggestions from a variety of sources and shares them in an easy-to-understand way. It provides step-by-step help to those who have never prepared a program document. Both those who have and those who have not prepared such programs will find current information in accord with the revised *Standards for Reading Professionals.*

As a result more programs will probably be approved initially. However, if for some reason your program is not approved—and the reason may simply be insufficient information—you have an opportunity to send a rejoinder that focuses on the concerns raised. Reviewers will not look at anything other than how you address the concerns, so just focus on them. If you need to attach new or omitted documentation, do not hesitate to be helpful to reviewers. The rejoinder requires a cover sheet and a copy of the most recent review. The cover sheet is available from IRA and NCATE (see Appendix C). The requirements for rejoinders regarding things like binding are the same as those mentioned for program documents. The rejoinder will go through the same process as the initial review. Try to look on the bright side: You may be able to use the noncompliance to your advantage to obtain the support needed to bring your program up to national standards.

If you have any questions about either the program or the rejoinder, please do not hesitate to contact IRA or NCATE. Remember, though, that when you send your program documents they must go only to NCATE. Good luck!

APPENDIX A

Suggestions for Meeting Selected Competencies

The matrix that follows provides examples for Role 6 (reading specialist). Except for some of the competency levels, this matrix also would be useful for Roles 7 and 8.

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Suggestions for Meeting Selected Competencies

Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
KNOWLEDGE AND BELIEFS ABOUT READING		
1.0 THEORETICAL BASE The reading professional will:		
1.2 demonstrate an understanding and respect for cultural, linguistic, and ethnic diversity;	Program Description in School Catalog, p. 3	C
1.3 demonstrate an understanding of the importance of literacy for personal and social growth.	SOC 777, Sociology of Literacy, p. 93, objectives 5, 6, and 7.	C
2.0 KNOWLEDGE BASE The reading professional will:		
2.1 demonstrate an understanding of written language is a symbolic system;	ENG 711, English Grammar, p. 82, objectives 1 through 8.	C
2.2 demonstrate an understanding of the interrelation of language and literacy acquisition.	ENG 712, Language and Literacy, p. 85, objectives 4, 7, and 9	C

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
3.0 Individual Differences The reading professional will:		
3.1 illustrate how differences among learners influence their literacy development;	ED PSY 789, Literacy Development, p. 99, objectives 2 through 4	C
3.2 understand, respect, and value cultural, linguistic, and ethnic diversity.	Student Teaching Handbook excerpt, p. 3	C
INSTRUCTION AND ASSESSMENT 5.0 Creating a literate environment The reading professional will be able to:		
5.5 model and discuss reading and writing as valuable, lifelong activities.	ENG 604, Teaching Writing, p. 31, objective 8	C
6.0 Word Identification, Vocabulary, and Spelling The reading professional will be able to:		
6.2 use phonics to teach students to use their knowledge of letter/sound correspondence to identify sounds in the construction of meaning;	RDG 555, Fun With Phonics, p. 65, objectives 4 through 8	C
6.3 teach students to use context to identify and define unfamiliar words.	RDG 666, Reading Clinic, p. 70, objectives 2, 4, 6, 8	C

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
8.0 Study Strategies The reading professional will be able to:		
8.1 provide opportunities to locate and use a variety of print, nonprint, and electronic reference sources;	MEDIA ED 401, Technology in the Classroom, p. 52, objectives 4 through 8	C
8.2 teach students to vary reading rate according to the purpose(s) and difficulty of the material;	READ IMP 333, Improving Reading Instruction, paperback scanning, objective 4, p. 13	C
8.5 teach test-taking strategies.	ED PSY 222, Classroom Assessment, p. 89, objective 3	C
10.0 Assessment The reading professional will be able to:		
10.1 develop and conduct assessments that involve multiple indicators of learner progress;	ED PSY, 678, Tests and Measurements, I, p. 85, objectives 1 through 4	C
10.2 administer and use information from norm-referenced tests, criterion-referenced tests, formal and informal inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress to inform instruction and learning.	ED PSY 679, Tests and Measurements II, p. 88, objectives 1 through 9	C

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
ORGANIZING AND ENHANCING A READING PROGRAM		
11.0 Communicating Information About Reading		
The reading professional will be able to:		
11.3 involve parents in cooperative efforts and programs to support students' reading and writing development.	Student Teaching Handbook, participation in school open house, p. 11.	C
11.4 communicate information about literacy and data to administrators, staff members, school-board members, policymakers, the media, parents, and the community.	Student Teaching Handbook, pp. 11–14.	C
14.0 Research		
The reading professional will be able to:		
14.1 apply research for improved literacy.	Student Teaching Handbook, seminars with teachers, p. 21	B
15.0 Supervision of Paraprofessionals		
The reading professional will be able to:		
15.2 observe and evaluate paraprofessionals interacting with children and provide feedback to them on their performance.	RDG 666, Reading Clinic, p. 70, objectives 3, 5, 7	C

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

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Competencies of Candidates	Evidence: performance data, experiences, courses	Institution's Competency Level
16.0 PROFESSIONALISM The reading professional will be able to:		
16.1 pursue knowledge of literacy by reading professional journals and publications, and participating in conferences and other professional activities;	IRA membership, Overview and Scope, p. 3 Student Teaching Handbook, p. 55+	C
16.3 interact with and participate in decision-making with teachers, teacher educators, theoreticians, and researchers;	EDT 600, Capstone Experience, p. 75, objective 2	C
16.7 write for publication;	EDT 459/559, Advanced Reading Instruction, p. 50, objective 11	B
16.8 make presentations at local, state, regional, and national meetings and conferences.	EDT 600, Capstone Experience, p. 86, practice with videotape, objective 3	B

A - Awareness B - Basic Understanding C - Comprehensive Understanding O - Not Applicable

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APPENDIX B-1

Program Cover Sheet

In addition to identifying the institution and the chief compiler, the form on the following page serves as a checklist of materials to be enclosed with the program.

COVER SHEET

Advanced Reading Education
International Reading Association

SUBMITTED BY: _____
(Name of Professional Association)

_____
(Address including city, state, zip)

DATE: _____

CHIEF COMPILER: _____ Phone: _____
(Please include your title)

Checklist of materials to be enclosed with this program:

____ "Program Information Sheet" (complete the next page)

____ Overview and scope, including the following:

- ____ (1) Explanation of the knowledge base, philosophy for preparation, and goals and objectives of the program(s).
- ____ (2) Student course of studies with all required courses clearly marked.
- ____ (3) Descriptions of field experiences and internships. Include the amount of time and the type of supervision.
- ____ (4) Explanation of how the program may deviate from the guidelines.
- ____ (5) Description of where program is located within the professional education unit and its interrelationships with other programs in the unit and the university/college.
- ____ (6) List of faculty with primary assignments in the advanced reading programs. Provide rank, list responsibilities, and tenure status. Indicate area of preparation. **(Do not send vitae.)**
- ____ (7) Number of graduates from the program(s) at different levels over the past 3 years.
- ____ (8) Criteria used at admission to postbaccalaureate programs to determine if the candidate has adequate background in the subject to be taught should be submitted.

____ Matrix for each advanced reading education program, including an indication of the competency levels addressed by each course cited.

____ Reading and reading-related course descriptions and syllabi. For example, if a course is used to meet a competency, please include a syllabus for that course.

I verify that the information provided in this program is accurate and true:

_____
Signature Name (please print)

_____
Position Telephone

_____
Address

_____

Submit with IRA Program Advanced Reading Education

APPENDIX B-2

Program Information Sheet

The form on the following page is submitted with the Program Cover Sheet and identifies the specific program(s) being reviewed and the credit-hour allocations. It also asks for an overview and scope of the program and course descriptions.

PROGRAM INFORMATION SHEET

Advanced Programs for Reading Professionals

I. Specific Programs and Credit-Hour Allocations

Listed below are the three program levels of training approved by NCATE. Check the left-hand column if your institution offers that specific program. List the credit hours required in reading and reading-related courses in the right-hand column.

	Programs	Credit Hours
_____	Advanced: Reading Specialist (Role 6)	_____
_____	Advanced: Reading Coordinator (Role 7)	_____
_____	Advanced: Teacher Educator (Role 8)	_____

II. Overview and Scope of the Program

In narrative form describe the reading program at your institution and how that program fulfills the *Standards for Reading Professionals.* Include a list of faculty members with responsibilities in the program(s), the general objectives of the program(s), and other items listed on the Cover Sheet.

III. Course Descriptions

List all reading and reading-related courses included on the matrix that in some way meet the competencies on the matrix. Include course number, course title, course description, and credit-hour allocation. It may be that the catalog description of the course will fulfill this requirement. If a syllabus would help the reader understand a course, please include it.

Submit with IRA Program — Advanced Reading Education

APPENDIX B-3

Professional Association's Response to Institutional Program

Individually, three reviewers examine a program using the form on the following page. Then one of those reviewers receives in the mail the others' reviews which he or she synthesizes onto a blank form and labels it a composite evaluation. This same form is used to respond to a rejoinder.

PROFESSIONAL ASSOCIATION'S RESPONSE TO INSTITUTIONAL PROGRAM

Professional Association's Response to Institutional Program

_____ First Critique
_____ Second Critique
_____ Special Critique

NCATE
Compliance with Specialty Guidelines

Professional Organization _____
Institution Submitting Program _____
Program _____ Date of Review _____
Degree Level(s) _____

GUIDELINES/COMPETENCIES NOT MET _____

_____

_____

PERCEIVED PROGRAM STRENGTHS: _____

_____

_____

PERCEIVED PROGRAM WEAKNESSES: _____

_____

_____

OTHER COMMENTS: _____

_____

PROFESSIONAL ASSOCIATION'S RECOMMENDATION REGARDING COMPLIANCE OR NONCOMPLIANCE WITH THE SPECIALTY GUIDELINES (i.e., has the institution adequately met the specialty guidelines?):

Program(s) in Compliance: _____
Program(s) NOT in Compliance: _____

_____

Additional Information Needed to Determine Compliance: _____

_____

If a second review of the program is requested by the institution, how many copies of the rejoinder should be submitted? _____
Special directions for the preparation of a rejoinder: _____

_____

APPENDIX C

Rejoinder Cover Sheet

The forms to review and evaluate rejoinders are the same as the forms to review and evaluate program documents.

Here is an important tip. Carefully respond to each guideline not met and to each program weakness noted. Sometimes insufficient documentation, such as a missing syllabus, results in a reviewer thinking that a guideline has not been met or there is an apparent weakness in the program. Respond fully to each concern, but do not overdo it. Do not provide any information not requested.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Rejoinder Cover Sheet

SUBMITTED TO: _____
(Name of Professional Association)

SUBMITTED BY: _____
(Name of Institution)

_____
(Address)

_____
(Address including city, state, zip)

DATE: _____

CHIEF COMPILER: _____
(Please include your title)

PHONE & FAX NUMBER: _____

E-MAIL ADDRESS: _____

Which programs are addressed in this rejoinder?

Program:	Degree Level:
_____	_____
_____	_____
_____	_____

Checklist of materials to be enclosed with this rejoinder:

_____ Copy of latest (most recent) critique for each program being rejoined.

_____ Response to each guideline/competency not met as stated in the critique.

If there is evidence that the guideline/competency should have been met, the appropriate documentation should be appended. Or provide an explanation and appropriate documentation of how the guideline/competency is now met.

_____ Response to each cited program weakness (if applicable).

If there is evidence to suggest that the cited weakness does not exist or has been strengthened, the appropriate documentation should be appended.

_____ Appendices that support any requests for reconsideration of the professional association's judgments. *(The appendices should be cross-referenced to the main text of the rejoinder.)*

Please submit a *SEPARATE* cover sheet with each rejoinder.
All rejoinders MUST be submitted to the NCATE office.
ATTN: Melissa Kincannon, Coordinator for Program Reviews

APPENDIX D-1

Five-Year Review Cover Sheet

For a 5-year review, your major focus is on any changes and initiatives in your current program since it was approved and how concerns noted in the last review have been addressed. It is recommended that you forward a complete document if your program was reviewed using the 1992 or 1998 editions of the *Standards for Reading Professionals.*

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Interim 5-Year Report on Approved Programs

Institutional Response Form/Cover Sheet

SUBMITTED BY: _____
(Name of Institution)

_____
(Address)

DATE: _____

NAME OF APPROVED PROGRAM: _____

DATE OF MOST RECENT REVIEW: _____

DEGREE LEVEL: _____

APPROVED BY: _____
(Name of Professional Association)

REPORT COMPILER: _____ PHONE: _____
(Name)

FAX: _____ E-MAIL: _____

Following a careful review of your program in accordance with the curriculum guidelines of the professional association identified above, check one of the following responses:

_____ It is my judgment that this program continues to be consistent with the curriculum guidelines of the national association identified above.

** _____ It is my judgment that this program is no longer consistent with the guidelines of the national association identified above.

I hereby verify that the information provided in this report is accurate and true:

_____ _____
Signature Name and Title

** *Programs that are no longer consistent with current guidelines will be viewed as conditionally approved with a full program to be submitted within two years.*

APPENDIX D-2

Professional Association's Response to 5-Year Review

Three reviewers examine the program and submit a composite review that addresses observations about changes in the program and notes any extraordinary strengths or weaknesses.

_____ First Review

_____ Second Review

_____ Special Review (3rd)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Interim 5-Year Review of Approved Programs

Professional Association Response Form

Association: _____

Date of Review: _____

Full Name of Institution & State: _____

Name of Approved Program: _____

Degree Level: _____

I. Observations about changes in the program and new initiatives undertaken since the last review. Notable strengths and weaknesses in the program.

II. Specific areas of concern and the nature of the concern. Describe the extent to which each weakness/recommendation reported in the most recent review has been addressed. Describe any weaknesses/recommendations that need further work or that have not yet been addressed, and new areas that require improvement.

III. New/revised guidelines/competencies approved for the professional association since the most recent review and implications for the program at the 10-year review.

IV. Comments:

Professional Association's Decision on the Continued Approval of the Program:

_____ Continued Approval until the next 5-year review by NCATE

_____ Additional information/documentation is needed to make a decision (specify information/documentation required):

Number of copies needed: _____

_____ Conditional Approval requiring submission of a full program within 2 years of this review (explain reasons for decision)

APPENDIX E

Review of State Program Standards

A Word About State Program Review

Instead of having two reviews of a program at an institution—one by the state and one by NCATE—a growing number of states are becoming partners with NCATE. By being partners, NCATE and states cooperate in the evaluation of individual programs within institutions. To become a partner, the state must attempt to show that its standards are congruent with the standards of the professional organization. In other words, how closely do the standards for reading licensure in your state match the standards approved by the International Reading Association?

To find out, the process is similar to the review process at colleges and universities. Reviewers examine each guideline and supporting documentation. The supporting documentation tends to be state reading standards and state professional education standards; the latter tend to be generic.

Some tips to states: Try to have program-specific documentation as well as generic documentation. If there is no documentation for certain guidelines, just leave this blank. Consider revising standards, if necessary, in preparation for a rejoinder. The burden that states have to overcome is that their standards tend to be expressed more globally. So, in a rejoinder, try to be as specific as possible, with appropriate help, as necessary, from the Association.

When preparing and submitting a program, states should follow the procedures outlined in NCATE's State Partnership Guide, *Conditions and Procedures for NCATE State Partnership*. The form shown on the next page represents the professional association's response to the state program.

REVIEW OF STATE PROGRAM STANDARDS

by National Specialty Organizations
with NCATE-Approved Curriculum Guidelines

State: _____ Date of Review: _____

Specialty/Academic Area: _____

Program Specifics: ❑ Initial Teacher Preparation ❑ Advanced Teacher Preparation;
❑ Early Childhood ❑ Elementary ❑ Middle ❑ Secondary;
General area: (e.g., English, Math, Social Studies, Science, School Psychology) _____
Specialty: (Note all that apply) _____
(e.g., Chemistry, Learning Disabilities, Reading Teacher and/or Clinician, Educational Computing & Technology Leadership, Economics, Superintendent.)

Condition I.C.1., of *Conditions and Procedures for State/NCATE Partnerships,* requires states to cite evidence that state program standards for specific teacher education programs that lead to a teaching license are consistent with NCATE-approved curriculum guidelines and that those standards, in turn, are used to review programs at teacher education institutions. Compare the state's program standards with your organization's NCATE-approved guidelines. Your response will serve two purposes: it will assist the State Partnership Board in determining (1) whether NCATE should enter into a full or conditional partnership with the state, and (2) whether the state's program standards and process meet your organization's guidelines for purposes of recognizing institutions' programs in the *NCATE Annual Guide.* Please prepare a report for NCATE's State Partnership Board that responds to the areas below:

1. Compare the state's program standards with your organization's NCATE-approved guidelines noting:
   (a) guidelines not addressed in the state standards; and,
   (b) state requirements that go beyond the national guidelines.
   (Please describe the guideline; do not simply cite the number)
2. Provide recommendations for the state's continuing process of standard-setting.
3. In your judgment, to what degree do the state standards correspond to your organization's NCATE-approved guidelines?
   ❑ Very close correlation ❑ Close correlation ❑ Moderate correlation
   ❑ Little correlation ❑ No correlation
4. In your judgment, to what degree does the state's approval process effectively assess an institution's teacher education program in your area?
   ❑ Highly effective ❑ Effective ❑ Moderately effective
   ❑ Somewhat effective ❑ Not effective
5. Will you accept an on-site review by the state using these standards as equivalent to your current folio review? In other words, will you agree that state approval of an institution's program will be equivalent to national recognition by your organization for purposes of the *NCATE Annual Guide?*

NOTE: NCATE will forward the state's program standards along with this form to the specialty organizations for their review.

APPENDIX F

International Reading Association Code of Ethics

The members of the International Reading Association form a group of professional persons committed to the development of society through teaching, professional services, research, and publication. The members of this group are committed to values that are the foundation of a democratic society—freedom to teach, write, and study in an atmosphere conducive to the best interests of the profession. The best interests of the public, the profession, and the individuals concerned should be of primary consideration in recommending candidates for degrees, positions, advancements, the recognition of professional activity, and for certification in those areas where certification exists.

Ethical standards in professional relationships:

1. It is the obligation of all members of the International Reading Association to observe the Code of Ethics of the organization and to act accordingly so as to advance the status and prestige of the Association and of the profession as a whole. Members should assist in establishing the highest professional standards for reading programs and services, and should enlist support for these through dissemination of pertinent information to the public.

2. It is the obligation of all members to maintain relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging cooperative effort, and making known the obligations and services rendered by professionals in reading.

3. It is the obligation of members to report results of research and other developments in reading.

4. Members should not claim nor advertise affiliation with the International Reading Association as evidence of their competence in reading.

Ethical standards for reading professionals:

1. Professionals in reading must possess suitable qualifications for engaging in consulting, diagnostic, or remedial work. Unqualified persons should not engage in such activities except under the direct supervision of one who is properly qualified. Professional intent and the welfare of the

person seeking services should govern all consulting or clinical activities such as counseling, administering diagnostic tests, or providing remediation. It is the duty of the professional in reading to keep relationships with clients and interested persons on a professional level.

2. Information derived from consulting and/or professional services should be regarded as confidential. Expressed consent of persons involved should be secured before releasing information to outside agencies.

3. Professionals in reading should recognize the boundaries of their competence and should not offer services that fail to meet professional standards established by other disciplines. They should be free, however, to give assistance in other areas in which they are qualified.

4. Referral should be made to specialists in allied fields as needed. When such referral is made, pertinent information should be made available to consulting specialists.

5. Reading clinics and/or reading professionals offering services should refrain from guaranteeing easy solutions or favorable outcomes as a result of their work, and their advertising should be consistent with that of allied professions. They should not accept for remediation any persons who are unlikely to benefit from their instruction, and they should work to accomplish the greatest possible improvement in the shortest time. Fees, if charged, should be agreed on in advance and should be charged in accordance with an established set of rates commensurate with that of other professions.

Breaches of the Code of Ethics should be reported to Association Headquarters for referral to the Committee on Professional Standards and Ethics for an impartial investigation.

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Also of interest:

Standards for Reading Professionals (revised) 1998

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INTERNATIONAL Reading Association

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